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ABSTRACT

The components of academic advising and the educational benefits to students are outlined and ways in which the American College Testing (ACT) Assessment Program can help are examined. The ACT Assessment Program is designed for use by students planning to enter postsecondary education and provides a base of information about freshman advisees. The ACT assessment instrument consists of four academic tests written during a timed test session, and a Student Profile Section and interest inventory that students complete at the time they register for the assessment. The academic tests cover English, mathematics, social studies, and natural sciences, while the interest inventory is designed to measure six major interest dimensions and to relate an individual's interests to those of college seniors in a variety of educational majors. The Student Profile Section collects personal information; admissions/enrollment data; and information about extracurricular achievements and interests, high school course work, academic plans, and individual educational needs. Self-reported high school grades in four general areas are also collected as part of the registration procedure. ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions designated by each student. A detailed explanation of the SPR is presented, using a sample form. Additionally, each of eight advising concerns is keyed to sections of the SPR. Information is presented on: how to use the Map of College Majors, the World-of-Work Map, and the Job Family List. The SPR presents a comprehensive picture of a student's needs, interests, background, and abilities and is available before the student's enrollment and advising conference. (SW)

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USING THE ACT STUDENT PROFILE REPORT (SPR)
IN ACADEMIC ADVISING

Good advising is based on the premise that an advisor can never know too much about a student. The quality of each student's educational/career decisions is directly related to the amount of relevant information available to the student and the advisor. All good advising programs have an information base for use by both advisee and advisor during the advising process.

The ACT Assessment Program, a comprehensive program for use by students planning to enter postsecondary education, provides an excellent base of information about freshman advisees. The ACT Assessment instrument consists of four academic tests written during a timed test session, and a Student Profile Section and Interest Inventory which students complete at the time they register for the Assessment.

The academic tests cover four subject matter areas: English, mathematics, social studies, and natural sciences. They are designed to assess students' general educational development and ability to complete college level work. The test items require that students demonstrate both problem-solving and reasoning ability.

The Student Profile Section collects personal information; admissions/enrollment data; and information about extra-curricular achievements and interests, high school course work, academic plans, and individual educational needs. Self-reported high school grades in four general areas are also collected as part of the registration procedure.

The ACT Interest Inventory is designed to measure six major interest dimensions and to relate an individual's interests to those of college seniors in a variety of educational majors. Results are also used to help students compare their work activity preferences with activities which characterize specific families of jobs.

The ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions and agencies designated by each student. The SPR represents the most comprehensive available source of information about freshman advisees because:

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

It presents a comprehensive picture of a student's needs, interests, background and abilities.

It is available before the student's enrollment and advising conference.

It is easy to use and interpret.

It helps the advisor match the student's interests, abilities, needs, and plans with institutional resources.

It provides advising leads and points of departure.

It relates to common advising concerns.

The ACT Assessment information can help the advisor answer the questions freshmen are likely to ask:

In which subjects might I expect to do well?

In which courses might I expect trouble?

How heavy an academic load should I carry?

What major should I choose?

What occupations emphasize work activities similar to those I prefer?

In what areas do I need help?

The importance of assisting students in making educational, personal, and career decisions can hardly be overstated. The SPR has been designed to help advisors provide students with relevant information that will be useful in a wide range of decisions. It would be unwise to suggest that the SPR is a substitute for a skillfully-conducted interview, the mature judgment of a professional advisor, or the genuine personal interest that advisors usually exhibit toward students. It would be equally unwise to suggest that the SPR eliminates the need for additional information from the student. But an understanding of SPR data can contribute significantly to the effectiveness of advising sessions, and make any requests for additional information more precise and therefore more useful.

Advising Concerns	Related ACT Data Elements
Long-range educational/ career plans	First and second vocational choice Certainty of choice Degree objective World-of-Work Map
Immediate educational plans and selection of program of study	Educational major Certainty of choice Interest Inventory, Map of College Majors Special educational needs and interests High school information Scores, norms, predictive data
Evaluation of abilities and interests	Test scores Norms Predictive data Hours of work per week
Course selection and placement	Scores, norms, predictive data Years certain subjects studied in high school Request for credit by examination Request for advanced placement Educational plans
Developmental and tutorial assistance	Indicated need for help in various areas Test scores Norms Predictive data
Out-of-class activities	High school extracurricular activities
Financial aid	Plans to seek financial aid Needs help to find work



Using ACT in Advising



HE 014 973

The American College Testing Program

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Advising Concern	Where to Look on the SPR
Long-range educational/career plans	First and second vocational choices Certainty of choice Degree objective World-of-Work Map region
Immediate educational plans and selection of program of study	Educational major Certainty of choice Interest Inventory, Map of College Majors coordinates Special educational needs and interests High school information Scores, norms, predictive data
Evaluation of abilities and interests	Test scores Norms Predictive data Interest Inventory results
Course sectioning and placement	Scores, norms, predictive data Years certain subjects studied in high school Credit by examination Advanced placement Educational plans
Developmental and tutorial assistance	Indicated need for help in various areas Test scores Norms Predictive data
Extra-class activities	High school extracurricular activities College extracurricular activities Out-of-class accomplishments Educational/vocational plans
Course load	Scores Norms Predictive data Hours of work per week Extracurricular plans
Financial aid	Intention to seek financial aid Indicated need for help finding work

Academic Advising

Academic advising is a complex activity which should help students realize maximum educational benefits. Advising includes:

- Helping students to clarify their values and goals and to better understand themselves as persons.
- Helping students understand the nature and purpose of higher education.
- Helping students explore educational and career options, and links between academic preparation and the world of work.
- Helping students plan educational programs consistent with their interests and abilities.
- Assisting students in a continual monitoring and evaluation of their educational progress.
- Integrating the institution's many resources to meet students' special educational needs and aspirations.

In brief, the academic adviser serves as a coordinator of the educational experience.

The adviser needs the ability to help students define and develop realistic goals, to perceive their needs accurately, and to match these needs with appropriate institutional resources. This is best done in the context of a caring and trusting relationship.

Academic advising, properly delivered, can be a powerful institutional influence on student growth and development. Also, it can enrich the educational program of any college or university, and interpret that program more effectively to students.

Some of the benefits students derive from effective advising include:

- Attainment of their educational/career objectives.
- Achievement of GPAs consistent with their abilities.
- Greater likelihood of remaining in school.
- Satisfaction with the educational process and development of a positive attitude toward the institution.
- Development of a meaningful relationship with the adviser.

Good advising is based on the premise that an adviser can never know too much about a student. The quality of each student's educational/career decisions is directly related to the amount of relevant information available to the student and the adviser. All good advising programs have an information base for use by both advisee and adviser during the advising process.

How ACT Can Help

The ACT Assessment Program, a comprehensive program for use by students planning to enter postsecondary education, provides an excellent base of information about freshman advisees. The ACT Assessment instrument consists of four academic tests written during a timed test session, and a Student Profile Section and Interest Inventory which students complete at the time they register for the Assessment.

The academic tests cover four subject matter areas: English, mathematics, social studies, and natural sciences. They are designed to assess students' general educational development and ability to complete college level work. The test items require that students demonstrate both problem-solving and reasoning ability.

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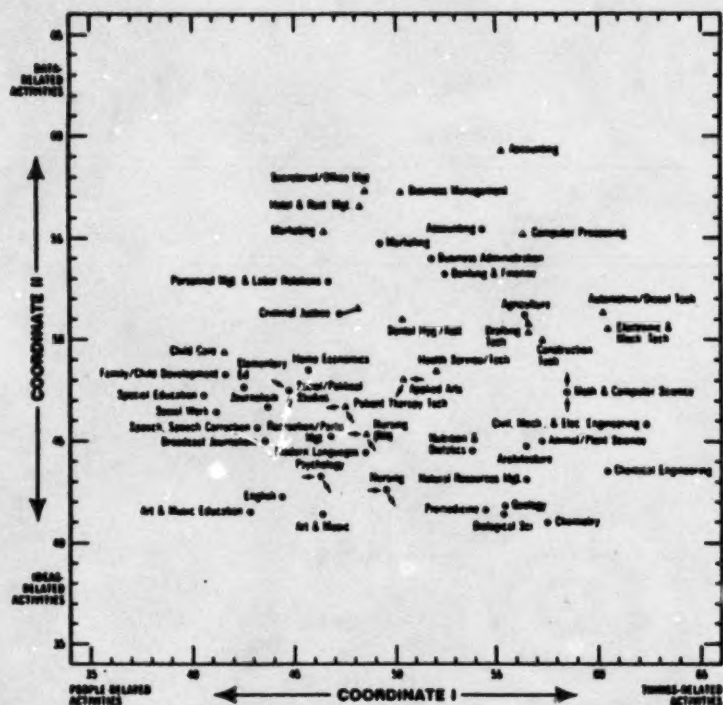
ACT Assessment results are summarized on the Student Profile Report (SPR), which ACT sends to institutions and agencies designated by each student. (See the inside of this brochure for a detailed explanation of the report.) The SPR represents the most comprehensive available source of information about freshman advisees because:

- It presents a comprehensive picture of a student's needs, interests, background and abilities.
- It is available before the student's enrollment and advising conference.
- It is easy to use and interpret.
- It helps the adviser match the student's interests, abilities, needs, and plans with institutional resources.
- It provides advising leads and points of departure.
- It relates to common advising concerns.

ACT Assessment information can help the adviser answer the questions freshmen are likely to ask:

- In which subjects might I expect to do well?
- In which courses might I expect trouble?
- How heavy an academic load should I carry?
- What major should I choose?
- What occupations emphasize work activities similar to those I prefer?
- In what areas do I need help?

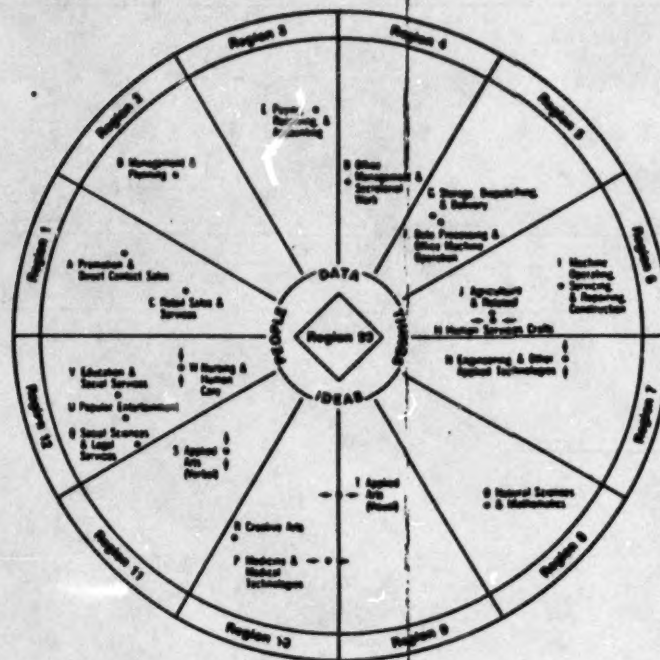
How to Use the Map of College Majors . . .



The student's Map of College Majors coordinates and World-of-Work Map region number are derived from his or her responses to the Interest Inventory. The maps may be used to investigate possible majors and careers that correspond to the student's expressed preferences for various work-related activities. Bear in mind that these maps are based only on preferences—that is, interests—and do not necessarily reflect aptitude, ability, motivation, and so forth.

1. To use the Map of College Majors, first note the student's Map of College Majors coordinates printed below the Interest Inventory percentiles on the front of the SPR.
2. Locate the student's coordinate I score on the bottom axis of the map, and from that point draw a vertical line straight up to the top axis. Then locate the student's coordinate II score on the left-hand axis of the map, and from that point draw a horizontal line straight across to the right-hand axis.
3. Mark an "X" where the two lines cross. This point shows the approximate location of the student's interests in relation to those of students in a variety of four-year baccalaureate (•) and two-year associate (▲) programs. Arrows near a program indicate that its map location tends to vary in the directions shown.
4. Note which programs are closest to the student's location on the map. The student may want to consider these programs as possible majors. Of course, other factors should be taken into consideration when choosing a major. The Map of College Majors gives the student a good starting point by identifying the majors of seniors who had similar interest patterns when they wrote the ACT Assessment.

... and the World-of-Work Map



1. To use the World-of-Work Map, first note the student's World-of-Work Map region number printed below the Interest Inventory percentiles on the front of the SPR.
2. Locate the student's region on the map. Then outline or lightly shade this primary region and the two adjacent regions. Together, these three regions show the job families that are most closely related to the student's work-activity preferences.
3. Note which job families lie in the student's primary and adjacent regions. Also note which of the four interest dimensions—people, things, data, and ideas—best characterize the student's map regions. Arrows near a job family show that work tasks in that field frequently involve both people and things (↔) or both data and ideas (†).
4. Refer to the Job Family List shown at right for occupations representative of the job families in the student's primary and adjacent map regions. These occupations involve work activities similar to those the student expressed a preference for on the Interest Inventory. The student may want to consider these occupations as possible careers, and plan his or her postsecondary education accordingly. (Because they are too diverse to be accurately plotted, job families "X. Personal and Household Services" and "Y. Law Enforcement and Protective Services" are not shown on the World-of-Work Map. In general, though, occupations in these job families lie in the inner area of regions 2 through 5.)

Job Family List

This list shows nearly 200 typical occupations in 22 major job families. Use the list to help the student explore career possibilities suggested by World-of-Work Map results. Most of the occupations below require at least a high school diploma. Those that require four or more years of college are shown in italics. (Page numbers refer to occupational descriptions in the 1980-81 edition of the U.S. Department of Labor's *Occupational Outlook Handbook*.)

Business Sales and Management

- A. Promotion and Direct Contact Sales (pages 134, 140-142, 194-198, 204-207, 477)
Insurance, Real Estate, or Securities Agent, Manufacturing or Agribusiness Salesperson, Public Relations Worker, Fashion Coordinator, Advertising Worker, Travel Agent
- B. Management and Planning (pages 103-105, 115-117, 120-121, 127, 129-131, 411-412)
Business Executive, Bank Officer, Urban Planner, City Manager, Personnel Worker, Hospital Administrator, Credit Manager, Restaurant or Hotel Manager, Store Manager, Agribusiness Manager
- C. Retail Sales and Services (pages 143, 190, 201, 261)
Sales Clerks and Retail Salesworkers (in stores selling such products as furniture, appliances, clothing, automobiles)

Business Operations

- D. Office Management and Secretarial Work (pages 77-78, 87-89, 94, 102, 388)
Office Manager, Secretary, Receptionist, Legal Secretary, Medical Secretary, Executive Secretary
- E. Paying, Receiving, and Accounting (pages 79-84, 102-113, 247)
Accountant, Certified Public Accountant, Auditor, Bookkeeper, Bank Teller, Cashier
- F. Data Processing and Office Machine Operation (pages 85, 98, 172)
Computer Console Operator, Tabulating Machine Operator, Office Machine Operator
- G. Storage, Dispatching, and Delivery (pages 91-93, 171, 198, 202, 240, 270-271)
Industrial Traffic Manager, Air Traffic Controller, Airline Dispatcher, Truck, Bus, or Cab Dispatcher

Technologies and Trades

- H. Human Services Crafts (pages 144, 147, 148, 357)
Barber, Cosmetologist, Chef, Tailor
- I. Machine Operating, Servicing, and Repairing: Construction (pages 29-30, 63-64, 69-70, 74, 135, 191-193, 209-227, 229-237, 242, 255-260, 262, 284-285, 275-278, 324-354, 357-361)
Tool and Die Maker, Machinist, Radio-TV Repairer, Auto Mechanic, Computer and Business Machine Repairer, Printer, Carpenter, Mason, Plumber, Heavy Equipment Operator
- J. Agriculture and Related (page 485)
Agonomist, Soil/Plant Scientist, Geneticist, Fish and Wildlife Specialist, Forester, Horticulturist, Dairy Production Technician, Farm Crop Production Technician, Farmer (Grain, Dairy, Livestock)
- N. Engineering and Other Applied Technologies (pages 61, 67, 71-73, 98-100, 151, 243, 248-251, 261, 268, 282-291, 314-321)
Computer Programmer, Systems Analyst, Engineers (including Architectural, Chemical, Civil, Electrical, Industrial, Mechanical, Metallurgical, Nuclear, Petroleum), Technicians for each of these areas, Drafting Technician, Pilot, Surveyor

Natural, Social, and Medical Sciences

- O. Natural Sciences and Mathematics (pages 107, 293-312)
Actuary, Mathematician, Statistician, Biologist, Botanist, Ecologist, Zoologist, Agronomist, Animal Scientist, Astronomer, Chemist, Geologist, Oceanographer, Physicist, Laboratory or Technical Assistant for each of these areas
- P. Medicine and Medical Technologies (pages 66, 364-365, 372-383, 408-409, 413)
Dentist, Optometrist, Physician, Medical Technologist, Dietitian, Pharmacist, Veterinarian, Dental Hygienist, Respiratory Therapist, Radiologic (X-ray) Technician
- Q. Social Sciences and Legal Services (pages 122-125, 416-431)
Anthropologist, Economist, Geographer, Historian, Political Scientist, Sociologist, Psychologist, Criminologist, Lawyer

Creative and Applied Arts

- R. Creative Arts (pages 456-461)
Actor/Actress, Dancer, Musician, Singer, Artist, Sculptor, Author, Playwright, Composer
- S. Applied Arts (Verbal) (pages 474-480)
Reporter, Editor, Book Critic, Technical Writer, Advertising Copywriter, Newscaster
- T. Applied Arts (Visual) (pages 463-472)
Architect, Commercial Artist, Industrial Designer, Interior Designer, Photographer, Clothes Designer
- U. Popular Entertainment (pages 455-461)
Comedian, Popular Singer, Musician, Radio-TV Announcer

Social, Health, and Personal Services

- V. Educational and Social Services (pages 119, 174-186, 434-452)
Social Worker, Probation Officer, Teacher, Clergyman, Librarian, Guidance Counselor, Employment Counselor, Home Economist, Recreation Worker
- W. Nursing and Human Care (pages 367-370, 395-405)
Registered Nurse, Public Health Nurse, School Nurse, Physical Therapist, Occupational Therapist, Speech Pathologist, Recreational Therapist, Dental Assistant, Licensed Practical Nurse, Occupational or Physical Therapy Assistant, Recreational Therapy Assistant
- X. Personal and Household Services (pages 134-136, 138, 148, 153, 174, 245)
Flight Attendant, Travel Guide
- Y. Law Enforcement and Protective Services (pages 134-168)
FBI Agent, Food and Drug Inspector, Revenue Agent, Police Officer, Firefighter, Immigration Inspector

*Job family I also includes job families K, L, and M in the ACT occupational classification system.

The ACT College SPR

Student's name, home address, sex, and birth date as recorded on the registration folder.

Percentile ranks show how the student's performance compares with that of students enrolled at your institution.

Student's standard scores on the 4 subject tests and the Composite (average). A dash (—) indicates student did not attempt test. Scores are on a scale ranging from 1 (low) to 36 (high). Approximate mean Composite score of college-bound students is 18; standard error is approximately 2 for each subject.

Code number, name, and address of the student's high school.

Self-report of most recent high school grades prior to the senior year. N indicates student took no course in that subject.

Percentile ranks compare a student's performance with one of 5 types of national norms previously selected by your institution. COL BND refers to college-bound students who have taken the ACT Assessment over a 3-year period; types 1 through 4 are enrolled freshman norms for different types of institutions.

ACT code number of the institution receiving this report.

The institution's rank among those chosen by the student to receive SPRs. (An S is reported on additional score reports; an A, B, or C is reported for on-campus testing).

The approximate date the student plans to enter college. ENROLLED indicates the student was enrolled in college at the time of testing.

Indicates the order of importance to the student of various factors influencing college choice.

Indicates expressed need for special assistance to enhance educational development.

From an extensive list of educational majors and vocational choices, the student selected a major and first and second vocational choices. For both, the student indicated degree of certainty as VERY SURE, FAIRLY SURE, or NOT SURE.

Indicates legal residence in the state given as a home address.

Indicates whether the student has a physical handicap or disability requiring special services or provisions at the college attended. Each year ACT sends each institution a form which it must complete in order to receive this information.

YES indicates the student had served or was serving on active duty with the military forces at the time of testing.

Indicates where the student plans to live while attending college.

Indicates whether the student had earned college credit at the time of testing.

Student's Social Security number, county of residence, and home telephone number. If student does not have or did not provide a Social Security number, an 8-digit ACT ID number appears.

Type of testing: NATL = national testing; RESID = residual (on-campus) testing; SPECIAL = special administration. For national testing, month and year student took the Assessment. For students testing on campus, outside the U.S.A., or in special administration, month and year data were processed. Educational level reported by student: JUNIOR, SENIOR, HS GRAD, COL STD, or OTHER.

Overall GPA Predictions are reported only if your institution has participated in the ACT Standard or Basic Research Service within the past 3 years. Specific Course Predictions are reported only if your institution has participated in the Standard Research Service within the past 3 years.

FRESHMAN YEAR indicates the freshman class on which the grade predictions were developed; RES PLAN indicates whether the Basic (B) or Standard (S) Research Service was used.

These predictions, unique to your institution, are based on data for previous freshman classes. The specific groups and courses are designated by the official at your institution who supervises research service participation.

The name and number of the subgroup on which the predictions were based (from your institution's Standard Research Service report).

Probability reports the chances in 100 that student's college GPA will be C or higher.

Percentile rank compares prediction for this student with predictions for previous freshman groups at your institution.

Information about the student's high school, including self-reported rank and grade point average.

The number of years the student studied these subjects in high school. YES indicates the student was enrolled in an advanced placement, accelerated, or honors course.

Indicates how adequate the student considers his or her high school education.

In the top row, Y (yes) or N (no) indicates whether the student participated in the stated extracurricular activities in high school. Responses in the bottom row indicate whether the student plans to participate in the stated activities in college.

Students are asked to respond "yes" or "no" to statements of activities or accomplishments in each of 9 areas. The "yes" responses are summed and a rating is assigned.

Students are not obligated to report this information. Each year ACT sends each institution a form which it must complete in order to receive these data.

The college grade point average (A = 4.0) the student expects to earn.

Indicates expressed interest in credit by examination and advanced placement in specific course areas, and in certain special programs.

TRACY ARTHUR C
7852 W 46TH ST
WHEAT RIDGE CO 80033

MALE
08/22/63

SOC. SEC. NO.: 392-11-1980
COUNTY: JEFFERSON
PHONE NUMBER: 303 468-7982

TYPE OF TESTING: NATL
DATE TESTED: 10/80
ED. LEVEL WHEN TESTED: SENIOR

1980-81
COLLEGE COPY
ACT
STUDENT PROFILE REPORT

U.S. ATTENDED: 067-890 WHEAT RIDGE SR HS 9505 W 32ND AVE WHEAT RIDGE COLORADO 80033

SCORES AND PREDICTIVE DATA	SUBJECT AREA (SCORE RANGE)	N	S	C	B	A	ACT NORMS (NALES)		OVERALL GPA PREDICTIONS		SPECIFIC COURSE PREDICTIONS	
							LEGAL	NATIONAL	FRESHMAN YEAR	ALL FRE	FRESHMAN YEAR	ALL FRE
ENGLISH (81-33)	A	25	83	93					79/0	5	91	89
MATH (81-38)	C	19	38	61					79/0	5	94	92
SOC. SCIENCES (81-34)	A	26	73	88					79/0	5	74	81
NAT. SCIENCES (81-34)	B	22	42	59					79/0	5	41	32
COMPOSITE SCORE (81-34)		23	59	77					78/9	5	75	80

NAME OF GROUP: EDUCATION
BUS ADMINISTRATION
LIBERAL ARTS
ENGINEERING
ALL FRESHMEN

NAME OF COURSE: FRESHMAN ENGLISH
COLLEGE ALGEBRA
HISTORY
CHEMISTRY
PSYCHOLOGY

ADDITIONAL/ENROLLMENT DATA: 0521 1ST FALL 81 YES DAY YES YES NO NO RESID HALL

TYPE: FOURTH SIXTH FIFTH SECOND THIRD FIRST SEVENTH

PUB 4-YR COED COLORADO UND 1000 \$5-10,000

POLITICAL SCIENCE FAIRLY SURE PROF LEVEL 3.0-3.4

LAW VERY SURE INTERNATIONAL RELATIONS

PLANS TO SEEK FINANCIAL AID: YES NEEDS HELP TO FIND WORK: YES

INTEREST INVENTORY: 49 54 56 50 44 46

MAP OF COLLEGE MAJORS—COORDINATES: 41 11 46 WORLD-OF-WORK MAP REGION: 12

ACT ASSESSMENT STUDENT PROFILE REPORT 1980-81

ACT ASSESSMENT STUDENT PROFILE REPORT 1980-81

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